

# **Liberal Arts and Sciences**

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Tilburg University**

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This report was finalized on 10 May 2012



# Report on the bachelor's programme Liberal Arts and Sciences of Tilburg University

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point.

## Administrative data regarding the programme

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### Bachelor's programme Liberal Arts and Sciences

Name of the programme:	Liberal Arts and Sciences
CROHO number:	50393
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	The programme offers the following four majors: Business & Management, Humanities, Social Sciences and Law in Europe
Location(s):	Tilburg
Mode(s) of study:	full time
Expiration of accreditation:	22 January 2013

The visit of the assessment committee Liberal Arts and Sciences to the School of Humanities of Tilburg University took place on 27 and 28 February 2012.

## Administrative data regarding the institution

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Name of the institution:	Tilburg University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	applied (pending)

## Quantitative data regarding the programme

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The required quantitative data regarding the programme are included in Appendix 5.

## Composition of the assessment committee

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The committee that assessed the bachelor's programme Liberal Arts and Sciences consisted of:

- Prof. dr. B.M. Mosselmans (chair), professor of Economics and Philosophy and dean of Vesalius College, Brussels;
- Prof. dr. W. Vossenkuhl, professor emeritus of Philosophy, Ludwig-Maximilians-Universität München;

- Prof. dr. J.F.M.J. van Hout, professor emeritus of Education, University of Amsterdam, Amsterdam;
- B. Cornelissen, BSc student Bèta-Gamma, University of Amsterdam, Amsterdam.

The committee was supported by drs. G.M. (Mariëlle) Klerks, QANU staff member, who acted as secretary. Dr. M.J.V. (Meg) Van Bogaert was the responsible project coordinator.

Appendix 1 contains the curricula vitae of the members of the committee.

## **Working method of the assessment committee**

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### *Preparations for the assessment*

Upon receiving the self-assessment report of the bachelor's programme Liberal Arts and Sciences (LAS) in the first week of January 2012, QANU checked whether it could serve as the starting point for the assessment. It was found to fulfil the criteria of relevance and completeness. Subsequently, it was distributed among the committee members by QANU together with the report used for the initial accreditation of the programme and some additional information on the NVAO assessment frameworks.

Each member of the committee was also given four recent theses produced by students of the programme. One of QANU's staff members made a representative selection from the list of theses provided in the self-assessment report, according to criteria agreed on beforehand with the chair, Professor Mosselmans. Accordingly, the chosen theses covered the full range of marks (low marks between 60 and 65, intermediate marks between 66 and 79, and high marks of 80 and above) as well as the four different majors offered by the programme. As far as possible, each committee member received theses from different majors and with both higher and lower marks. The committee members received QANU's checklist for the assessment of theses to ensure that their assessments were comparable and that they took the relevant aspects into account.

Before the site visit, the committee's secretary met with representatives of the LAS programme to discuss and agree on the programme for the site visit and various practical arrangements. As the programme included a consultation hour, both staff members and students were informed about the opportunity to speak to the committee confidentially during the site visit. Nobody applied for this consultation hour.

### *The site visit*

The site visit took place on 27 and 28 February 2012. It started with a preparatory meeting in which the committee members discussed the self-assessment report, the additional documentation and the theses they had received prior to the site visit. The committee also discussed and agreed on the questions and issues to be raised in the interviews with the representatives of the LAS programme and other stakeholders.

The committee conducted interviews with the management of the institute (the dean and the vice-dean of the School of Humanities, the dean and the former dean of the LAS programme, the programme directors and the educational advisor), students, lecturers, graduates, members of the Education Committee, the Board of Examiners and the Academic Advisor (the programme's equivalent of the study advisor). It studied additional materials made available by the programme, including learning materials, written exams, assignments and other assessments. Furthermore, the committee was given a short presentation on the

Blackboard learning environment and the Distance Courses offered by the programme. The programme of the site visit is included in Appendix 6.

After the final interview with the management, the committee held an internal meeting in which it discussed its findings, phrased its conclusions and gave its assessment of the themes and standards making up the assessment framework. Finally, the chairman of the committee presented the committee's preliminary findings to the management, staff and students of the LAS programme.

#### *After the site visit*

Following the site visit, the secretary of the committee produced a draft version of the report, which was presented to the members of the assessment committee. The secretary processed all corrections, remarks and suggestions for improvement provided by the committee members to produce the preliminary report. QANU's secretariat sent this version to the Board of Tilburg University and the School of Humanities (responsible for the LAS programme), inviting them to check it for factual errors, inaccuracies and inconsistencies. The secretary forwarded the comments and suggestions provided by the Board and the School of Humanities to the chairman of the committee and, where necessary, to the other committee members. The committee decided whether the comments and suggestions were to be incorporated in the report or ignored. On the basis of the committee's decisions, the secretary compiled the final version of the programme report.

### **Explanation of the definitions used for the assessment**

#### *Decision rules*

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments (as of 6 December 2010), the committee used the following definitions for the assessment of both the standards and the programme as a whole.

#### **Generic quality**

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

#### **Unsatisfactory**

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

#### **Satisfactory**

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

#### **Good**

The programme systematically surpasses the current generic quality standards across its entire spectrum.

#### **Excellent**

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.

## Summary judgement

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This report presents the findings, considerations and conclusions of the committee that assessed the bachelor's programme Liberal Arts and Sciences (LAS), jointly offered by the School of Social and Behavioral Sciences, the School of Economics and Management, the Law School and the School of Humanities of Tilburg University (the programme is hosted by the School of Humanities). The committee concludes that the programme fulfils the criteria for generic quality that are a condition for accreditation.

### *Standard 1: Intended learning outcomes*

The committee established that the programme management is well aware of the position of the LAS programme within the broad field of Liberal Arts and that it has made well-considered choices with respect to its profile. The programme is interdisciplinary and covers the main disciplines of the humanities and the social sciences: literature, linguistics, history, philosophy, theology, law, economics, political science, psychology, anthropology, and sociology. Its major objective is to offer an academic training track that stimulates students to become independent, critical individuals able to take on social responsibilities.

The committee concludes that the intended learning outcomes are clearly related to and derived from the domain-specific framework. The committee is impressed by their competitiveness. The intended learning outcomes are attractive and ambitious with a strong focus on interdisciplinarity, research, communication skills and critical thinking.

The intended learning outcomes correspond to the Dublin Descriptors for the bachelor's level. They refer, for instance, to the acquisition of multi- and interdisciplinary knowledge and insight into the relevant disciplines and the development of communication and learning skills. Some are truly academic in nature, focussing for instance on doing research, developing critical reflection or judging the relevance and applicability of opinions based on scientific considerations. The committee concludes that the intended learning outcomes show convincingly that the programme has a bachelor's level and an academic orientation.

The committee assesses this standard as 'satisfactory'.

### *Standard 2: Teaching-learning environment*

The committee studied the various aspects of the programme's teaching and learning environments.

In general terms, the curriculum offers a joint first year consisting for the most part of compulsory courses, which introduce students to the various disciplines. In the second year, students start on their major, choosing Social Sciences, Law in Europe, Humanities or Business and Management. The third year consists of one course in the major, minor courses, a thesis-specific course and the thesis.

The curriculum is a good realization of the programme's intended learning outcomes. The contents and the structure of the curriculum enable students to achieve the intended learning outcomes.

Although the curriculum offers a lot of freedom of choice, it is well-balanced and its structure and design are coherent on the level of the individual student. The curriculum has standard



components which are equal for all students, but which can be filled in according to students' individual preferences within fixed criteria established by the programme. The committee specifically appreciates the European profile of the curriculum, expressed in both first-year courses and major courses.

The committee applauds the didactical concept of the programme and the way it is put into practice, but also noted that the active learning approach asks a lot of the staff. The committee admires the effort and enthusiasm of the teachers. However, the effort put into teaching creates a tension between teaching and doing research. The committee is pleased with both the quality and the quantity of the staff, the staff-student ratio is favourable and enables the programme to realise its aims for small-scale education.

The fact that the LAS programme is jointly offered by four different schools causes some pressure on the coordination of the curriculum. However, the programme is well aware of these issues and does its best to resolve them as far as possible.

The programme is feasible with enough contact hours and no major obstacles in the curriculum. The low English proficiency admission requirements do not cause serious problems, and students manage to attain a good English proficiency during their studies. The students have a heavy study load but are very motivated and do not consider the study load problematic themselves.

The committee is content with the types of student guidance offered and with the facilities provided by Tilburg University, in particular the Common Room, which is reserved exclusively for the LAS community.

The evaluation procedures are rather informal. They appear to be sufficient at this stage, given the still relatively small student body, since lines of communication are kept short. The low response rates of the digital student questionnaires are worrying at face value but much less so on closer inspection. Furthermore, the claims regarding quality assurance made by the staff cannot fully be confirmed, since very little formal evidence was available.

Finally, the composition of the Educational Committee conforms to university standards, but the committee would like to see representatives from all four majors to increase its democratic character and to tackle coordination issues.

The committee assesses this standard as 'satisfactory'.

### *Standard 3: Assessment and achieved learning outcomes*

The Examination Board is going through a period of change but has not yet fully adopted its new role with respect to safeguarding the quality of assessment. Furthermore, the programme does not yet have a clear, well-elaborated and consistent assessment system. As a result, the assessment of tests (written exams, assignments and theses) is not always consistent and transparent. This is also influenced by the different academic cultures of the four different schools offering lecturers in the LAS programme. The management has already taken some initiatives to improve the assessment procedures.

The programme uses a well-considered mix of evaluations, tests and examinations, corresponding properly to the programme's aims. The methods of examination are in line with the intended learning outcomes and the teaching methods used within each course.

The programme evaluates its tests regularly, but in a rather informal way. The evaluation procedure should be further formalized to provide better insight.

Students are generally familiar with the forms of examination for each course and have a clear idea of what to expect. In this respect, the first year's *Mind and Brain* course deserves some attention, as does the thesis. Students and alumni find the requirements for the thesis unclear. Yet, students receive adequate feedback on their exams, assignments and theses.

The committee recognizes the academic quality of the theses that were presented and admires the English proficiency levels. However, the grading shows some inconsistency and was not done in a uniform, standardized way. As a result, it was difficult to compare the marks for theses.

Although there is no evidence about serious problems in testing at the moment, it is recommended making the assessment procedures and criteria more explicit in order to guarantee the quality of future assessments. In this context, the committee suggests a more proactive role for the Examination Board as the legal safeguard of the quality of testing. The committee welcomes the introduction of Tilburg University's testing policy and the fact that LAS has already started implementing it.

The committee assesses this standard as 'satisfactory'.

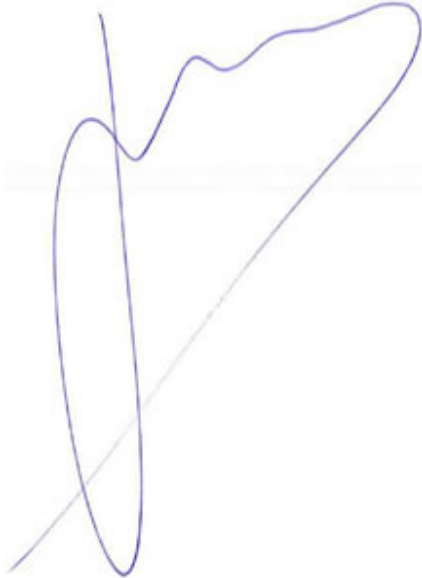
#### *Overview of the committee's assessment*

The committee assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in it. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 10 May 2012



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Prof. dr. B.M. Mosselmans



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drs. G.M. (Mariëlle) Klerks



## Description of the standards from the Assessment framework for limited programme assessments

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### Organizational embedding of the Liberal Arts and Sciences programme

Tilburg University's Liberal Arts and Sciences programme (LAS) is jointly offered by four different schools of the university: the School of Social and Behavioral Sciences, the School of Economics and Management, the Law School and the School of Humanities. All four schools contribute to the LAS programme by offering courses, most of which are especially designed for LAS. The School of Humanities is responsible for the content and structure of the programme. In addition, it facilitates and coordinates policy and carries out the organization and administration of the programme, as well as dealing with practical matters.

#### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

##### Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

### 1.1. Findings

#### 1.1.1. *The domain of Liberal Arts and Sciences*

In classical antiquity, the “artes liberales” referred to those subjects that were considered essential for every free citizen to study, for example grammar, rhetoric and logic. Views on how to educate students properly have evolved through the ages. Nowadays, Liberal Arts programmes everywhere have in common that they strive to train individuals to think independently and critically and become responsible world citizens. The nature of the programmes is typically interdisciplinary. In the USA the liberal arts tradition has continued through the modern age as an integrated part of top universities, and liberal arts courses were founded also in Europe and Australia. In the Netherlands alone there are eight institutions that offer a Liberal Arts programme. Usually, Liberal Arts programmes are bachelor programmes. After graduation, students tend to enter a more specialized master programme.

The self-assessment report states that the following can be expected of a graduate of a bachelor's programme in Liberal Arts and Sciences:

Graduates can be expected to:

1. demonstrate interdisciplinary skills, i.e. can
  - a) evaluate which disciplines are involved in the solution of complex issues,
  - b) assess which research methods are most suitable in a particular situation,
  - c) integrate the contents and research methods from disciplines relevant to the course,
  - d) defend a well-considered viewpoint covering the relevant disciplines,
2. know about and understand the most prominent theories and methodological foundations of the chosen specialisation;
3. have fundamental experience with the methodology used by researchers in the chosen specialisation;

4. know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used;
5. possess social and communication skills enabling them to work in a team;
6. rapidly learn the specialist vocabulary required for a new discipline;
7. “translate” scientific terminology for laypersons;
8. possess general mental and reasoning skills that enable them to participate in scientific and public debates;
9. express themselves well verbally and in writing at the academic level;
10. work independently and purposefully, critically assess their own actions and can set goals and take decisions;
11. demonstrate the ability to reflect in ethical and social terms on their own position in society and chosen career.

A more elaborate description of the domain can be found in the frame of reference of Liberal Arts and Sciences provided by the self-assessment report included in Appendix 2.

#### 1.1.2. *Position of the Tilburg Liberal Arts and Sciences bachelor’s programme within the domain*

Although Liberal Arts programmes share more or less the same general philosophy by which they educate students, they differ with respect to their focus. According to the self-assessment report, the distinctive features that make the LAS bachelor’s programme of Tilburg University different from Liberal Arts programmes at other universities are:

1. The Tilburg LAS programme aims to introduce students to the fundamentals of the main disciplines of *the humanities and the social sciences*: literature, linguistics, history, philosophy, theology, law, economics, political science, psychology, anthropology, and sociology. In contrast to the Liberal Arts programmes in Utrecht/Middelburg, Maastricht and Amsterdam, the Tilburg LAS programme explicitly excludes the natural sciences.
2. Two core themes, *Identity* and *European Culture*, run through the entire programme, reflecting the focus of Tilburg University on “understanding society”. These themes play a role in both the general parts of the curriculum, where they are incorporated in the courses, as well as in the majors, where different elements of the themes are emphasized.
3. The Tilburg LAS programme aims to present a truly interdisciplinary curriculum. The *interdisciplinary character is reflected in the educational process*, as various courses are designed and taught by two or more lecturers stemming from different academic backgrounds. In these courses, complex problems are studied and discussed from different disciplinary perspectives. This teaching method is referred to as *team-teaching*.
4. The Tilburg LAS programme adheres to the philosophy that students and staff bear a *joint responsibility* for the educational experience. Consequently, the programme requires a more than average intellectual effort and motivation from its students, and they are expected to develop an active attitude. The courses are designed in such a way that students are stimulated to participate.
5. Instead of offering methodology, information skills and academic English in separate courses, the Tilburg LAS programme incorporates them in the regular courses. This approach is referred to as *“blended learning”*.
6. The Tilburg LAS programme offers its students one compulsory major course through *distance learning*. The distance learning course aims to offer students a different learning experience that stimulates the development of various skills (like planning, using online learning tools), while at the same time offering students the opportunity to study abroad.
7. The Tilburg LAS programme is not taught in a University College setting. Instead, it is fully integrated in the campus of Tilburg University. Moreover, it is non-residential. To

stimulate the sense of unity amongst students, however, students have a place on campus that is strictly reserved for the LAS community, the “Common Room”.

On a more individual level there are differences between Tilburg and other universities in the Netherlands as well. For instance, compared to students of the University College Utrecht, Tilburg LAS students take much of the general part of the programme together, and compared to the Maastricht LAS programme, the Tilburg LAS programme offers students more freedom of choice.

#### *1.1.3. Mission of the programme*

According to the self-assessment report, the mission of the programme is to stimulate students to become independent, critically thinking individuals capable of understanding and addressing the world’s most pressing problems. The programme likes its students to become citizens of the world and to develop a meaningful citizenship. Also, it aims to prepare students for useful employment as well as to go on to master’s programmes. The self-assessment report states that the ultimate goal of the programme is to contribute to people experiencing their lives as truly meaningful.

#### *1.1.4. The educational objectives of the programme*

The overall educational objectives of the programme follow from the domain definition and the mission. The self-assessment report defines the major objective of the LAS programme as offering an academic training track that stimulates students to become independent, critical individuals able to take on social responsibilities. The programme aims at realising the following learning outcomes in the domains of knowledge, skills and attitudes:

#### **Knowledge**

The student has:

- fundamental integrated knowledge of the most important themes in the humanities, the social sciences,
- knowledge of the research methods of the various disciplines in the humanities, the social sciences,
- understanding of the benefits and pitfalls inherent in an interdisciplinary approach,
- knowledge of the cultural, historical, and social context in which the students function,
- integrated substantial and methodological knowledge of the domain of the chosen major program.

#### **Skills**

The student has:

- good writing skills,
- good oral skills,
- the ability to set up and carry out a research project,
- argumentation skills and can think/argue in a clear and structured manner,
- the ability to analyze problems from the perspective of various disciplines,
- the ability to recognize and fill gaps in one’s own knowledge,
- the ability to apply and interpret research results obtained in the humanities, the social sciences, and the chosen major,
- ability to work both independently and together with others.

## **Attitudes**

The student is:

- curious and takes initiative in the search for knowledge,
- critical and thoughtful in making judgments,
- committed to making a difference in society as an academic, making use of one's academic training for social purposes,
- committed to fulfilling one's potential, making the most of one's opportunities,
- responsible in the pursuit of academic and personal goals.

These overall objectives of the programme are elaborated in the more specific intended learning outcomes of the programme (Appendix 3).

### *1.1.5. Intended learning outcomes and level and orientation of the programme*

The self-assessment report contains a list with the general intended learning outcomes for the programme as a whole and separate lists with the specific qualifications for the four different major tracks (cf. Appendix 3). Both are phrased along the lines of the Dublin descriptors, which aim to show that the level of the programme's learning outcomes conforms to the demands for a programme at the bachelor's level.

The committee notes that the programme has a strong focus on multidisciplinary and interdisciplinarity. It has two specific concerns about this focus. Does this focus on interdisciplinarity come at the expense of building up a sufficiently strong theoretical background in each single discipline, causing problems for students concerning admission to master's programmes or being successful in their master's programmes? Furthermore, close study of the theses produced by students of the programme show that they are mostly disciplinary in nature, not interdisciplinary. During the site visit the committee learned that this inconsistency is a conscious choice made by the programme. It deliberately allows students to write theses which are disciplinary in nature to give them the opportunity to specialize more, thus creating a stronger position for students to enter all kinds of master programmes. This approach seems to work as LAS alumni do not appear to have difficulty getting admitted to master programmes, including master programmes offered by other universities. This implies they have a sufficiently strong background in the disciplines. LAS alumni are even admitted to specialized masters and research masters, for which they have to compete with alumni of disciplinary bachelor programmes. During the course of their master programmes, LAS alumni do not seem to encounter serious problems.

## **1.2. Considerations**

The domain-specific frame of reference clearly states what can be expected of a graduate of a bachelor course in Liberal Arts and Sciences. The description of the domain reveals that the institute is well aware of the broad field of the Liberal Arts and the current developments within it. It is also aware of the position of the programme within the national field, and it has made well-considered choices with respect to the profile of the programme.

After studying the documentation provided by the programme management and conducting interviews with representatives of the programme, the committee obtained a clear view of the programme's intended learning outcomes (cf. Appendix 3). The committee concludes that they are clearly related to and derived from the domain-specific framework and the aim of the programme. It is impressed by their competitiveness. They are attractive and ambitious outcomes with a strong focus on interdisciplinarity, research, communication skills and critical thinking.



The committee has established that the intended learning outcomes correspond to the Dublin Descriptors for the bachelor's level. They refer, for instance, to the building up of multi- and interdisciplinary knowledge and insight in the relevant disciplines and the development of communication and learning skills. Furthermore, the committee learned that various intended learning outcomes are truly academic in nature, as they focus on doing research, on developing critical reflection, or on judging the relevance and applicability of opinions based on scientific considerations. Therefore, the committee is convinced that the intended learning outcomes are scientifically oriented. This conviction was confirmed by the fact that alumni of the programme are admitted to all kinds of master programmes. The committee found that the first generation of alumni seems to be doing well, is successful in other places including abroad, in research masters as well as in more specialized masters. Consequently, the committee concludes that the intended learning outcomes show convincingly that the programme has a bachelor's level and an academic orientation.

The committee therefore assesses the first standard as 'satisfactory'.

### 1.3. Conclusion

*Bachelor's programme Liberal Arts and Sciences:* the committee assesses Standard 1 as **satisfactory**.

#### **Standard 2: Teaching-learning environment**

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

##### **Explanation:**

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

### 2.1. Findings

#### 2.1.1. *Structure of the curriculum*

The curriculum of the programme has a workload of 180 EC, spread over three years, each of which accounts for 60 EC. The workload is evenly spread over the semesters as each semester accounts for 30 EC. Each individual course carries 6 credits except for two courses in the second year of the Social Sciences major (*Methodology and Statistics* and *Learning Project: Values in Europe*), which are 12 EC courses, and the thesis, which is 18 EC.

According to the self-assessment report, the first year of the curriculum consists of seven compulsory courses (42 EC) including one compulsory course in writing academic English (0 EC, incorporated in one of the seven other compulsory courses), one elective to be chosen from four optional subjects (6 EC), and two compulsory Introduction-to-Major courses (12 EC). The second year consists of one joint compulsory course (6 EC), one elective, again to be chosen from four optional subjects (6 EC) and eight major courses (48 EC). The third year consists of one major course taught as a distance course (6 EC), one thesis-specific course (6 EC), five minor courses (30 EC) and the thesis (18 EC). An overview of the curriculum is included in Appendix 4.

#### 2.1.2. *Coherence*

The joint compulsory courses, offered mainly in the first year, are broadly based and provide students with an overview of a variety of academic disciplines. The Introduction-to-Major courses are designed to provide students with an introduction to the four major tracks

offered in the second and third year, i.e. Social Sciences, Law in Europe, Humanities and Business and Management. The majors have fixed programmes with courses offering in-depth study within one academic field. The third-year minor courses offer students the freedom to deepen their knowledge, if they take courses in the same discipline as their major, or to broaden their knowledge, if they take ones in another discipline. Although students are free to choose, there is a procedure that ensures coherence between the courses chosen for the minor, an appropriate level, etc. Finally, the electives also offer some limited freedom of choice. The first- and second-year electives must be chosen from four optional courses related to the four areas of specialization (the majors), while the third-year elective must be directly related to the topic of the thesis.

As can be deduced from the above, the curriculum has a pyramid structure. Students are provided with a broad base and then specialize more and more while proceeding through the curriculum, resulting in the thesis. During the site visit the committee learned that students appreciate this approach. The pyramid structure of the programme turned out to be one of the main reasons for choosing the Tilburg LAS programme, and students and alumni are satisfied with it.

### 2.1.3. *Relationship between the intended learning outcomes and the curriculum*

According to the self-assessment report, the intended learning outcomes are embedded in the curriculum in the following way:

1. *Integrated knowledge* of the various disciplines is acquired throughout the programme. For instance, first-year courses like *European history: Politics and Culture*, *Thinking about Science and Society*, *Culture and Economics* represent the disciplines of history, philosophy and social sciences, respectively. In the major programmes, students gain insight into the basic principles and important topics of that discipline.
2. *Scientific research skills* are developed by introducing students in the joint first year to methodologies used in various disciplines. In the first-year course *Researchers and their fields*, for instance, various researchers present the methodology characteristic of their fields. Furthermore, first-year courses like *Thinking about science*, *Academic writing in English* and *Research project: Qualitative methods* train students to collect and select source material and scientific literature and to analyze, interpret and process these data. In contrast, the majors train skills like analysis, evaluation and synthesis. Students are introduced to the methodologies characteristic of the discipline, and they are trained in conducting research. The self-assessment report mentions examples of major courses taking account of this, for instance *Historical Methodology* (Humanities), *Research Methods for Business and Strategy and Marketing* (Business and Management), *Statistics and Methodology* and *Learning Project: Values in Europe* (Social Sciences). During the site visit the committee learned that in the Law major, attention is paid to methodology in the course *The Language of the Law*. Furthermore, lecturers pointed out that they also integrate a lot of their own research in their teaching.
3. *Communication skills* are trained throughout the entire programme. Oral and written communication skills are trained in assignments, presentations, debates, etc. in many courses. Socio-communicative skills, such as teamwork, presentation, argumentation and debating skills are a focus of attention as well. The first-year course *Rhetoric, Culture and Democracy*, for instance, teaches students how to apply theoretical knowledge in debates. Another example is the *Current European Issues* course, during which students learn to argue, persuade and write about European issues and to engage in goal-oriented communication.

4. *Attitudes* such as curiosity, critical thinking and taking responsibility are stimulated throughout the entire programme in various ways, such as the way in which students are approached, the teaching methods, the responsibility given to students to compile their own programme, etc. Section 2.1.4. includes more information on the teaching methods adopted by the programme.

Detailed information on the structure of the curriculum is included in Appendix 4. The self-assessment report includes detailed information on the contribution of each course to the achievement of the intended learning outcomes.

#### 2.1.4. *Didactical concept*

As stated before, the programme aims to train students to become independent, critically thinking individuals capable of understanding and addressing the world's most pressing problems. The programme wants its students to become citizens of the world and to develop meaningful citizenship. The self-assessment report states that an important part of meaningful citizenship is constituted by erudition and being well-read. Therefore, the value of knowledge and the pleasure of acquiring, unlocking and transferring knowledge play a central role in the programme. Students are stimulated to ask questions, be creative and use their imagination. According to the self-assessment report, the programme tries to realize these aims by instructing its lecturers not to present themselves as knowing all the answers but rather to confront students with problems, in order to stimulate them. Subsequently, these problems are tackled in an interdisciplinary way, in which knowledge will be brought to bear on the problem in an organic way rather than being applied in a technical fashion. According to the self-assessment report, this approach is put into practice by the following organizational starting points:

1. *The thematic and interdisciplinary nature of the curriculum*

The themes of *Identity* and *European Culture* run throughout the entire curriculum. They are approached from the various disciplines, thus confronting the students with contrasting insights and findings. In class, teachers and scientists from different disciplines enter into discussions and try to tackle problems together in an interdisciplinary way.

2. *Active student attitude*

An active student attitude is required, and courses are designed to stimulate students to be active. Moreover, students are held responsible for compiling their own programme. This, too, stimulates an active attitude as students have to find out about the various possibilities themselves, have to reflect on them critically and have to make choices.

3. *Special teaching formats*

Apart from more traditional teaching methods, the programme also uses new formats. One example is the practice of *team-teaching*. Courses which are team-taught are designed and taught by two or more lecturers from different academic backgrounds. During the course, complex problems are discussed and studied from the different perspectives of the lecturers. Examples of courses that are team-taught include the first-year course *Mind and Brain* and the Social Sciences major course *Modernity, Identity and Evil*. From the meetings with the students and alumni, the committee learned that they are highly enthusiastic about the team-teaching method. They find the dialogues very interesting and stimulating, and they feel challenged to work harder.

Another special teaching format is practised in the specific compulsory courses that are offered through *distance learning*. During the site visit the committee was informed about how these courses are taught. Students are given instructions for reading, watching interviews and assignments, such as preparing discussion statements, giving a presentation which they have to record and send in, etc. The presentation showed that the distance courses offer students a different learning experience where skills like planning, sticking

to deadlines and using online learning tools are involved. At the same time this teaching method gives students the opportunity to study abroad (which in itself also contributes to the development of the desired attitudes), without falling behind in their study schedule. Besides team-teaching and distance learning, the programme also welcomes *extracurricular activities* such as excursions, inviting experts to contribute, and participation in the lectures of prominent scientists. Finally, the self-assessment report states that the programme is convinced that *working in small groups* encourages students to put in more effort and stimulates their activity. Therefore, the programme tries to offer small-scale education whenever possible.

#### 4. *Emphasis on theoretical and practical intellectual skills*

According to the self-assessment report, the programme's emphasis on academic skills (both theoretical intellectual skills and practical ones) is reflected in the fact that all of them are trained in almost all courses, according to the principle of "blended learning" (skill training is blended into the regular courses, there are no stand-alone skill courses) and that systematic training of these skills continues throughout the programme. The emphasis on academic skills contributes to the development of an independent critical mind.

#### 2.1.5. *Feasibility of the programme*

Unlike other Liberal Arts and Sciences programmes, often offered by university colleges, Tilburg's LAS programme is not allowed to have specific admission requirements, as the programme is embedded in the structure of Tilburg University. According to the self-assessment report, in order to be admitted to the programme, students need to fulfill the standard technical admission requirements, i.e. a Dutch pre-university education (VWO) diploma or an international equivalent, and be given a positive recommendation after their admission interview. For international students, there is the additional requirement that they have to present proof of a sufficient score on an English language proficiency test, either IELTS (a minimum of 6.0 overall with a score of at least 5.5 on all parts) or TOEFL (minimum of 550 on the paper-based, 213 on the computer-based, or 80 on the Internet-based test). Along with their diploma and a transcript of grades, prospective students need to submit a motivation letter and an essay to the Board of Admissions. Both the letter and the essay serve as a basis for an interview with two members of the Board of Admissions. The Board establishes on selective grounds whether candidates fit the profile of a LAS student and whether the programme is suitable for them. The outcome of the interview is phrased in the form of a positive or negative recommendation. Since there is no quota for the programme, prospective students can ignore a negative recommendation and decide to start on the programme anyway. In practice, however, very few students do so. The only other way to be admitted to the LAS program is by passing the Colloquium Doctum exam. This option is designed primarily for prospective students over 21 years of age who did not finish pre-university education or equivalent secondary education, but who have acquired knowledge and experience through their jobs or otherwise. Prospective students who choose to take the Colloquium Doctum exam will be tested on English (written TOEFL test), History, Mathematics and Economics. The committee noted that the English proficiency requirements are much lower than those adopted by most other LAS programmes (5.5/6.0 as opposed to 6.5/7.0). During the site visit the committee learned that these English proficiency requirements are part of Tilburg University's admission's policy from which the programme cannot deviate. The committee wondered whether the low proficiency requirements cause problems, as the whole programme is in English. The meetings with both the management and the students revealed that the low proficiency requirements generally do not cause serious difficulties. First of all, the programme tries to prevent such problems by giving a negative recommendation to prospective students whose English proficiency appears

to be insufficient during the interview with the Admission's Board. Furthermore, the students state that the first year's heavy reading load in English helps them to improve their proficiency rapidly. Besides that, students whose English proficiency appears to be problematic are offered a remedial English proficiency course. Certainly, the theses studied by the committee show that the written English proficiency of graduates reaches a good level.

The committee established from the information in the self-assessment report that the drop-out rates of the LAS programme are not unusual. At the end of the first year, students receive a binding recommendation regarding whether to continue with the programme (BSA). Students who did not complete at least 42 EC of the first year's 60 EC receive a rejection. The self-assessment report states that LAS has shown positive BSA percentages of 74%, 85% and 75% in the last three years. These percentages are comparable to the Tilburg University average (72%, 73% and 78%, respectively). Moreover, virtually all students with a positive BSA advice at the end of their first year continue on to the second and third year. In the first and second batch of students, respectively only one and two of the students with a positive BSA advice dropped out after their first year due to personal circumstances.

Although the drop-out rates are normal, the committee learned during the site visit that students experience the study load as pretty heavy. Especially in the first year they have to do a lot of reading. Students feel that the programme expects a lot of them, and this impression is confirmed by the lecturers, who think that the LAS students indeed work harder than students in other programmes. Nevertheless, the heavy study load does not seem to be a problem for the students. They seem to be enthusiastic and challenged by it. The overall mentality of the students tends towards making an extra effort. The students claim that various factors contribute to this mentality. They mention the admissions interview which is used to select only those with a positive, active attitude. Subsequently, new students who start on the programme become part of the LAS community. The standards, values and attitudes which are valid within the LAS community quickly become the standard for the new students as well. Although the study load is quite heavy, the meeting the committee held with the students revealed that the overall curriculum does not present them with fundamental obstacles. In this context, only the *Mind and Brain* course was mentioned. The course is taught in the first semester of the first year, and students experience it as difficult. They explain that this has to do with the character of the course. Unlike the other courses the *Mind and Brain* course is basically a course that has its roots in the natural sciences rather than in the humanities, whereas most students do not have a solid background in the natural sciences. Students also feel that the course requires more from them than simply learning and reproducing. Students are expected to reflect on the literature and to deal with it actively. They are not used to this way of preparing and taking exams, and they have to adapt to these new requirements.

#### 2.1.6. *Student-lecturer ratio and contact hours*

The self-assessment report states that Tilburg's LAS programme values teaching in small groups as this enables easy access to lecturers, enhances discussion in class, and improves the quality and the interactivity of the programme overall. The importance attached by the programme to teaching in small groups is confirmed by the student-lecturer ratio. Table 1, which is copied from the self-assessment report, outlines the student-lecturer ratio cumulatively. This ratio is only based on the first and the second year of the consecutive cohorts, as the number of teaching FTEs for the third year cannot be measured because of the varying size and intensity of the third-year minor courses and thesis-specific courses.

**Table 1 Student-lecturer ratio for LAS (cumulative)**

Year	Number of registered students	Number of teaching FTE	Number of students per teaching FTE	Number of graduates	Number of graduates per teaching FTE
2008-2009	37	1.61	23.05	NA	NA
2009-2010	87	6.67	13.04	NA	NA
2010-2011	126	6.67	18.89	20	3.00
2011-2012	133	6.67	19.94	NA	NA

The committee learned that the relatively small number of teaching FTEs and high student-lecturer ratio in the first year is due to the generally plenary nature of the first-year courses. In the next year, the ratio drops to 13.04, as the second year of the curriculum consists of the major courses and the students are spread over the four majors. From that year on, the student-lecturer ratio increases along with the number of students since the number of teaching FTEs remains the same. During the site visit, the committee discovered that the first-year classes consist of around 60 to 70 students. This is a lot bigger than the usual class size of Liberal Arts programmes at most university colleges. The committee wondered whether teaching in classes this size could be truly interactive. However, from the meeting with the students, the committee learned that they do not find this an obstacle for the interactive character of the teaching. They are satisfied and feel that there is plenty of opportunity to ask questions during class.

The programme also tries to make sure that students have enough contact hours with the lecturers to ensure a good transfer of knowledge. The following table based on information from both the self-assessment report and the site visit gives an overview of the number of contact hours per academic year:

**Table 2 Contact hours per academic year**

	Number of contact hours
Year 1	295
Year 2: (Majors)	
Business and Management Major	219
Humanities Major	220
Law in Europe Major	198
Social Sciences Major	230
Year 3	215

As shown in the table, the number of contact hours is slightly lower (215 hours) in the last year of the programme than in the first and second year (the Law in Europe major is an exception). The self-assessment report explains that this is due to the fact that students spend a considerable amount of their time writing their thesis, which they do on their own, with advice and guidance from their thesis supervisor. The only compulsory major course in this year is a distance course. In addition, the courses students take in their final year are all regular courses taught at Tilburg University or other universities in the Netherlands or abroad.

The table also reveals that there are slightly fewer contact hours for the Law major than for the other majors. The committee learned that this is caused by the considerable amount of self-study involved in this major, with quite a bit of time spent in reading law books, verdicts and court transcripts, etc., in preparation for the classes and assignments. During the site visit,

the meeting with the management revealed that the programme is well aware of these lower contact hour rates and is not happy with it. Accordingly, the management has already taken action on this matter and assured the committee that there will be more contact hours for the Law major in the near future.

#### 2.1.7. Staff

As pointed out before, Tilburg's LAS programme is jointly offered by the School of Social and Behavioral Sciences, the School of Economics and Management, the Law School and the School of Humanities. According to the self-assessment report, the organization and administration of the programme are hosted by the School of Humanities. It facilitates and coordinates policy as well as practical matters and is responsible for the content and structure of the programme. The programme acquires courses from the schools, most of which are specially designed for LAS. The programme has a small and dedicated core staff, responsible for most of the administrative work involved in the programme and also some of the teaching. They hire specialists for the programme, who teach most of the LAS courses and take care of a small portion of the administrative work (for their own course), but otherwise remain employed by the various schools of Tilburg University. There are four programme directors originating from the four schools, who perform the day-to-day management of the programme.

The committee wondered whether this organizational structure causes any problems. The meeting with the management revealed that the organizational structure comes at a certain price. For instance, coordinating lecturers originating from many different units of the university can sometimes be quite a challenging task. Also, professors are occasionally forced to withdraw from the LAS programme because of changing priorities in their own departments, and suitable successors have to be found. Courses can change very rapidly since they are kept in line with the developments in a particular academic field, so the programme has to keep a watchful eye on the consistency.

According to the self-assessment report, the programme installed the following instruments to cope with these coordination issues:

1. As the programme directors not only perform the day-to-day management of the programme but are also still heavily involved in the teaching, the research, and the management of the Schools they originate from, they act as *intermediaries between LAS and the schools* that supply the lecturers.
2. There are *regular meetings of the teaching staff*, which are organized for every major as well as for the entire programme. These meetings facilitate coordination.
3. The educational advisor together with the core staff *monitors consistency* in the programme. She frequently discusses the course design and the didactic approaches that are (or might be) used with each individual instructor.
4. Prior to being hired for the LAS programme, all prospective lecturers are interviewed by the dean or vice-dean and a program director, according to a prepared protocol in which *the potential new instructor is given a clear idea of what LAS expects from its lecturers* in terms of teaching efforts. This prevents the hiring of instructors who do not match the programme and gives a tighter control on instructor turnover.
5. With respect to the courses that are team-taught, *special attention is given to interpersonal relations* (can the lecturers who are responsible for the course work happily together) *and to the choice of the disciplines* the lecturers are coming from (they should not be too distant).

Another challenge which comes with the organizational structure is how to establish a community feeling among the lecturers. With this goal, lecturer meetings are organized once

every semester, where teachers can share their experiences. The committee learned that this initiative has been only partially successful, as one-third of the lecturers do not attend these meetings. The programme is seeking other initiatives to enhance the community feeling. An internal consultant recommended regular informal contacts with lecturers, conducting intake interviews with new lecturers, and holding thematic lecturer meetings. The committee learned that the programme is in the process of implementing these recommendations.

Currently, 27 percent of the teaching staff are full professors, 64 percent are not full professors but do have a PhD, and 7 percent hold an MA, an MSc, or an LL.M degree. The programme follows the university-wide policy with respect to the basic educational qualification requirements.

The meeting with the lecturers revealed that teaching for LAS involves a heavy workload because of the active learning approach. For instance, each LAS course has a number of different assignments to be carried out by the students, and lecturers are expected to give appropriate and prompt feedback on them. The courses also have to be specifically designed for LAS and updated on a regular basis. In particular, the courses that are team-taught require a lot of extra effort, because of the additional coordination that is required, and because the instructors have to remain involved and up-to-date during the entire teaching process. Moreover, no materials are readily available for courses that span several academic fields, so that instructors have to compose readers or write materials themselves.

The committee discovered during the site visit that despite the heavy workload, lecturers find teaching for LAS attractive, inspiring and challenging. They specifically appreciate the highly motivated students who, although demanding, are prepared to work hard. Also the small scale of the courses, which makes interaction with the students possible, the practice of team-teaching and the innovative character of the programme in general were mentioned in this context. Nonetheless, the lecturers admitted that the heavy workload does create a tension between teaching and doing research. At the moment, however, the satisfying teaching experience seems to be sufficient compensation. The teachers consider it an honour to be asked to teach for the LAS programme, and consequently, the programme does not seem to have any difficulties attracting capable lecturers.

#### *2.1.8. Student guidance*

Guidance and counselling are offered in various forms and by various people within the programme. The self-assessment report gives the following overview of the guidance and counselling forms offered:

- Admission interviews
- October talks
- Introduction-to-Major courses
- Major Programme Information Session
- Pre-BSA & BSA
- Minor Information Session (including Exchange information)
- Availability of Academic Advisor / Exchange Coordinator / core staff
- Thesis: involvement & supervision of Program Directors

A big part of the guidance and counselling is offered by the academic advisor (0.6 FTE), who closely monitors and follows the career of each individual student and provides focused and sustained coaching and counselling. Not only is he involved in the guidance concerning the



BSA procedure, he also helps students make choices concerning their curriculum (e.g. electives, minor courses, majors), assists those who experience difficulties with their studies due to personal circumstances, and is involved in the admission interviews. During the site visit, the committee learned that on average, each student speaks with the academic advisor two to three times a year. The academic advisor works closely with both the students and the teaching and administrative staff, and as such mediates between these groups.

The meetings with the students and alumni reveal that they are satisfied with the guidance and counselling offered by the programme.

#### *2.1.9. Other programme-specific services*

As pointed out before, the LAS programme is not taught in a University College setting, but is fully integrated within Tilburg University's campus. Hence, students can make use of all the facilities the campus offers, such as the library and other on-campus learning facilities, exchange programmes and special programmes for excellent students (e.g. Honours Programme, Outreach Programme). Despite this, the programme felt the need to offer its students a place that is reserved exclusively for the LAS community and created a Common Room. According to the self-assessment report and information gained during the site visit, this room is used in various ways. First of all, it serves as a meeting place for groups of LAS students and for individuals. Within the framework of various courses, the Common Room is used as a space where films are projected and discussed, where students work together on group assignments, where lecturers give students feedback on their assignments, where guest-speakers are received, and where course-related issues are discussed. It is also used for other specific activities: the dean gives an annual introductory speech in the Common Room to first-year students in small groups, and meetings with the lecturers and information sessions are organized here. It is also the place where end-of-semester get-togethers and several *student-for-a-day* activities are held. During the site visit, the committee learned that the students highly appreciate the Common Room and make intensive use of it.

#### *2.1.10. Programme-specific quality assurance*

From the self-assessment report and the information gained during the site visit, the committee learned that the internal quality assurance is done in various ways. Student satisfaction is measured using standardized online questionnaires obligatory for the whole university (every course once every three years, all the new courses and the courses that experienced problems in the previous year are evaluated) and by organizing meetings with student panels. During the site visit the committee learned that the questionnaire response rates are very low. The meeting with the students revealed that the reason for the low response rates is that students are overwhelmed with digital questionnaires and as a consequence simply ignore them. They feel justified doing so as they are given plenty of opportunity to share their experiences with various representatives of the programme and they feel heard. In fact, the self-assessment report and the information given during the site visit point out that the programme organizes student panels for each major. In these panels, the educational advisor and the programme director sit down with the students to discuss the course, the assignments, the literature, the examinations, problems (potential ones), the work load, etc. In addition, the Academic Advisor monitors student satisfaction throughout the year, and the Exchange Officer does the same for LAS students abroad. Most lecturers evaluate their own course in one of the last lectures. Finally, the (vice-)dean and the educational advisor meet with the freshmen at the end of every semester, as do all the programme directors. Altogether, this means that the programme speaks with all the students every six months. Nonetheless, the programme management is trying to raise the response rates to the questionnaires by substituting the digital forms with hard copies.

The programme uses several means to monitor lecturer satisfaction, such as lecturer meetings, an internal communication project carried out by an external consultant (which included interviews with lecturers), lecturer panels with the Program Directors and the Educational Advisor, and online questionnaires at the end of the semester to evaluate their course.

As evident from the information given above, the evaluation procedures are rather informal. Therefore, the committee could not fully confirm the claims offered by the programme regarding quality assurance, since very little formal evidence was available.

Besides the recurring evaluation moments mentioned above, an extensive curriculum analysis was conducted also in the summer of 2011. Unfortunately, the committee had no access to the evaluation report with the outcomes of the analysis until the site visit itself.

During the site visit the committee learned that the evaluation outcomes are discussed by the Education Committee (OLC), which, whenever necessary, advises the dean on steps to be taken. It also keeps an eye on the consistency of the programme. During the site visit the committee learned that the Education Committee consists of only four members by university regulation. As half of the Education Committee has to consist of students, not all of the four schools contributing to the LAS programme are represented on the committee.

## **2.2. Considerations**

The committee has studied the various aspects of the programme's teaching and learning environment.

The committee established that the curriculum is a good realization of the programme's intended learning outcomes. The table in the self-assessment report (cf. Appendix 5) provides an adequate and convincing representation of the relation between the intended learning outcomes and the components of the curriculum. The committee is convinced that the contents and the structure of the curriculum enable students to achieve the intended learning outcomes. It specifically appreciates the European profile of the curriculum, expressed in both first-year courses and major courses.

Although the curriculum offers a lot of freedom of choice, the committee also established that it is well-balanced and that its structure and design is coherent on the level of the individual student. The curriculum has standard components which are equal for all students, but which can be filled in according to their individual preferences within fixed criteria set by the programme. In addition, the European profile adds to the coherence of the curriculum as it appears throughout the entire curriculum, both in the joint first year (e.g. the *European History: Politics and Culture* course), in the joint compulsory course in the second year (i.e. *Current European Issues*) and in the majors [e.g. *Learning Project: Values in Europe* (Social Sciences major), *European Labour Law and Social Policy* (Law in Europe major), *European Culture* (Humanities: European History and Culture major)].

The committee also applauds the didactical concept of the programme and the way it is put into practice. The committee finds offering courses through distance learning a promising innovation, and it considers team-teaching to be not only an interesting but also a prolific educational experiment. The active learning approach demands a lot of the staff, and the committee admires the effort and enthusiasm of the teachers. However, this effort creates a tension between teaching and research. Although at the moment lecturers seem to be willing to accept this as they experience teaching for LAS as very satisfying, the committee wishes to express a note of caution in this respect. The LAS programme is a young programme at the

moment, and as a result the lecturers involved are still very enthusiastic and willing to make sacrifices. However, the risk exists that this mentality will change over time (for instance, because lecturers wish to put more effort into doing research and furthering their career), and the LAS programme should be able to continue without all the extra effort. The committee is pleased with both the quality and the quantity of the staff. As teaching for LAS is considered to be attractive, the programme can afford to be quite selective in attracting lecturers from the different schools. Moreover, the committee has established that the staff-student ratio is rather favourable and realizes the programme's aims for small-scale education, at least in the second and third year. Furthermore, the committee discussed the organizational structure of the programme and ascertained that there are coordination issues, caused by the fact that the LAS programme is jointly offered by four different schools. The committee found that the programme is well-aware of these issues and does its best to resolve them as far as possible.

The committee noted that the students have a rather heavy workload but are very motivated. It considers the programme feasible. Students have enough contact hours, and there are no major obstacles in the curriculum. The only exception to this concerns the first-year *Mind and Brain* course, which the students experience to be difficult. The committee learnt that the programme has taken measures to improve the feasibility of this course. The most recent evaluation of the course showed that the problems identified earlier have been dealt with successfully. Furthermore, it concluded that the low English proficiency admission requirements do not cause serious problems and that students manage to attain a pretty good English proficiency during their study.

The committee is content with the types of student guidance offered, but considers the 0.6 FTE for the Academic Advisor to be low. It is satisfied with the facilities offered by Tilburg University. The committee specifically appreciates the Common Room, which is reserved exclusively for the LAS community. It considers the Common Room to be a suitable place for students to meet and discuss academic as well as social issues. The Common Room truly contributes to a LAS community feeling.

The committee discussed the internal quality assurance with the programme and established that the evaluation procedures are rather informal. They appear to be sufficient at this stage, since lines of communication are kept very short with the still relatively small student body. However, the committee is puzzled by the low response rates of the digital student questionnaires. It seems that students only respond if they see problems and feel in need of help. Furthermore, the committee cannot fully confirm the claims offered by the staff regarding quality assurance since very little formal evidence was available. It recommends formalizing the evaluation procedure further. It noted that the composition of the Educational Committee conforms to university standards, but it would prefer to see representatives from all four majors to increase the democratic character and to tackle coordination issues. It encourages the programme to look for creative ways to realize this. Finally, the committee regretted the fact that it did not receive the outcomes of the programme evaluation report, which was conducted in March 2011, before the site visit.

After evaluating the curriculum, the staff, the teaching methods, the study load, the student guidance, facilities and the internal quality assurance, the committee established that the teaching-learning environment of the LAS programme enables students to achieve the intended learning outcomes. The committee therefore assesses this standard as 'satisfactory'.

### 2.3. Conclusion

*Bachelor's programme Liberal Arts and Sciences:* the committee assesses Standard 2 as **satisfactory**.

### Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

### 3.1. Findings

#### 3.1.1. *Assessment system*

As the LAS programme is organizationally incorporated within the School of Humanities, with respect to assessment matters the programme falls under the responsibility of the Examination Board of this school. The Board consists of one neutral chairman and various representatives of the three different departments of the School of Humanities. There is one LAS representative participating on the committee. General, non-standard issues are dealt with during meetings of the complete Examination Board, while standard issues specifically concerning the LAS programme usually tend to be settled in bilateral meetings between the chairman and the LAS representative.

From the self-assessment report and from information gained during the site visit, the committee learned that the Examination Board is undergoing a period of change. It is aware of the new role it has to play with regard to safeguarding the quality of assessments, but it has not fully implemented it yet. The committee noted that there certainly are initiatives regarding the quality assurance of testing, but rules to tackle specific individual problems seem to be defined on an *ad hoc* base, rather than originating from a well thought-out and structured assessment system. Moreover, rules seem to be directives rather than regulations, and hence are facultative. For instance, the LAS guidelines form for evaluating the bachelor thesis specifically includes the sentence “feel free to adapt”, which in fact distorts its purpose as a standardizing device. The committee thinks that this “freedom” is actually reflected in the assessment of the theses, as it stumbled on differences between the assessments with respect to the importance attributed to specific assessment criteria (for more information see section 3.1.2). This is not only the case for the theses. For the assessment and grading of tests in general, the committee regretted the absence of a set of regulations safeguarding the quality of the assessment of tests (such as requirements with respect to the formulation of standard answers for exams). During the site visit, the committee studied written exams and assignments. Although it ascertained that the exams were good and at an appropriate level, in many cases the committee found that the practice of grading and the respective procedures were varying and unclear respectively. Although the meeting with the lecturers revealed that many lecturers do formulate standard answers (models) when assessing exams, again their use is not obligatory. There is also a lack of standardized rules with respect to the construction of tests. For instance, the committee learned that it is not obligatory for lecturers to make and use specification tables during test construction, thus “accounting for” the test and the testing method to be used. The lack of standardization is felt even more due to the fact that the lecturers are hired from four different schools. Each of these schools has its own culture in dealing with testing, and the lecturers bring the culture they are accustomed to into the LAS programme.

As for the testing methods, the committee noted that for the programme as a whole, the types of testing methods used show a sensible mix, reflecting the programme’s emphasis on

building academic skills in combination with a broad as well as in-depth knowledge base. Appendix 6 contains an overview of the distribution of testing methods used.

From the self-assessment report and from information gained during the site visit, the committee learned that the programme evaluates the quality of testing regularly and in various ways:

1. According to the self-assessment report, LAS courses are evaluated along with the other Tilburg School of Humanities courses. The quality of the tests is part of the evaluations. The policy is to evaluate all the new courses plus any courses that revealed room for improvement in the previous evaluation period through electronic satisfaction questionnaires. The programme regularly organizes student and lecturer panels. In addition, every course is evaluated at least once every three years. After every course, students answer questions about the clarity of the examination requirements on a 1 (poor) to 5 (excellent) scale. For written examinations, these include questions on the quality of the examination, the representativeness and the clarity of the questions. Following the guidelines of the Tilburg School of Humanities Board, a score between 2.5 and 3 means the course needs improvement; a score between 3 and 3.5 is considered sufficient; a score between 3.5 and 4 is good, and a score over 4 is excellent. As pointed out earlier, the committee learned during the site visit that the response rates to the electronic questionnaires are low and that the programme management intends to remedy this by using hard copy questionnaires in the future. In addition, it learned that the programme receives feedback in other ways, for instance, by organizing regular student and lecturer panels. It established from the meeting with the students that they feel heard and are happy with this form of consultation.
2. Furthermore, the practice of team-teaching used in a lot of LAS courses involves *peer review* as lecturers design the exam together or comment on each other's exam designs. This adds to the quality of the test.
3. The committee also learned that when there are complaints from students about exams, the programme asks Tilburg University's test expert to have a closer look at the particular course.

During the site visit, the committee learned that the main reason for not yet having a real testing policy so far was the fact, that Tilburg University is developing such a policy on the central level, which will also be implemented throughout the School of Humanities in the next two years. It was considered to be superfluous to implement a specific testing policy on the school level, or even programme level, knowing that it would soon have to be replaced by the university-wide version. In addition, the LAS lecturers come from different schools and are used to the quality requirements for testing from their own school. Because of differences between the schools, it would not have been easy to arrive at and maintain a coordinated specific approach for LAS. However, the School of Humanities will be one of the first to fully implement Tilburg University's testing policy. In fact, the committee learned that the school will start on the implementation of the testing policy in accordance with the university-wide guidelines by launching a pilot. And it is precisely the LAS programme where this pilot will be carried out. The pilot is scheduled for the middle of February to the middle of August 2012. The first steps of the implementation process will be taken in April 2012, when all the LAS lecturers, under the guidance of the university's test expert, will be trained in how to make a specification table with clear learning goals and assessment requirements for every course they teach.

According to the self-assessment report, important items in Tilburg University's testing policy include the description of a test plan that pays attention to the alignment of the learning goals

with the Dublin descriptors and the students' final attainment levels and optimization of the exams with these goals and attainment levels in mind.

According to documentation the committee studied during the site visit, the LAS Testing Policy Project (which aims at the implementation of the university's testing policy in the LAS programme) focuses on formulating a well worked-out testing policy, paying attention to:

1. Description of a test plan
2. Properly formulated final attainment levels of the programme, covered by the courses offered
3. Properly formulated course objectives that tie in with the specified final attainment level of the programme, in accordance with the academic requirements that they should meet
4. Test types and assessment models that tie in with the learning goals of the course and the programme's final attainment level and that meet the quality requirements of validity, objectivity and transparency

The meetings with the students and alumni revealed that students are satisfied in general with the testing during the LAS programme. To them, the course objectives are clear, they have a good idea of what the exams will look like and of what is expected of them during the exams, and they are satisfied with the feedback they get afterwards. Although the committee noted during the site visit that there were very few written comments on the exams, assignments and thesis assessment forms, it learned from the meeting with the students that they get their feedback during the courses, during fixed sessions after the exams, and during a meeting with their supervisor after finishing their theses. With respect to transparency, however, two components of the curriculum should be mentioned. The first one concerns the *Mind and Brain* exam. As pointed out earlier, this course is taught in the first semester of the first year, and students experience this course as difficult, partly because of its natural scientific nature. The exam of the *Mind and Brain* course expects students to handle the literature actively and reflect on it. As they are usually not used to this in secondary school, they are surprised by the exam, and consequently a lot of students fail. As mentioned earlier, the committee has learnt that the programme has already taken measures to improve the quality of the *Mind and Brain* course. The second component concerns the thesis. The committee discovered that not all students were well informed about what was expected of them during the writing of their thesis. One student stated that he fell behind on his study schedule because of this. The committee also learned that the extent of this lack of clarity depends on the individual thesis supervisor.

### 3.1.2. *Achievement of the intended learning outcomes*

Prior to the site visit, the committee members received 20 recent theses, selected from a list in the self-assessment report of all theses completed so far (LAS being a young programme). After studying the theses, the committee agreed that their quality was adequate and acceptable. Moreover, they showed a good proficiency in writing English. Therefore, the committee is convinced that students acquire the programme's intended learning outcomes. During the site visit the committee learned that alumni of the programme are admitted to all kinds of master's programmes, including specialized masters and research masters and that they are doing well. This information confirmed the committee's conviction that the intended learning outcomes are indeed achieved. However, although the quality of the theses is acceptable, it felt that the marks given to the theses were too high in some cases and too low in others. Moreover, two of the assessed theses (from different majors) were awarded very similar marks while the committee felt that their quality differed significantly. There were also

theses from the same major that showed a difference in quality, although awarded almost the same mark. This raised concerns about the parity in assessing theses.

The committee established that most subjects of the theses are monodisciplinary rather than interdisciplinary. During the site visit the programme confirmed this observation and explained that it does not consider the monodisciplinary nature of the theses to be a problem. The theses constitute only a part of the curriculum, which is interdisciplinary as a whole. By offering students the opportunity to write monodisciplinary theses, they are able to specialize more, which gives them a better position to enter (specialized) master programmes.

### **3.2. Considerations**

Based on the information gained from the self-assessment and the meetings during the site visit, the committee discovered that the Examination Board is undergoing a period of change and has not yet fully adopted its new role with respect to safeguarding the quality of assessment of the LAS programme. Furthermore, the committee noted that the programme does not yet have a clear, well-structured, consistent assessment system. Well-defined assessment procedures or criteria are either absent or not binding. As a result, the assessment of written exams, assignments and theses shows varying consistency and transparency. There is also the influence exerted by different academic cultures. This is especially visible in the theses as there seems to be little consistency and transparency in their grading in the opinion of the committee. Again, this is partly influenced by the fact that the thesis is usually done within one major, and different majors have different regulations in accordance with the regulations applying in the corresponding school. The committee regrets this lack of unity, consistency and transparency and recommends taking appropriate action on this.

According to the committee, the programme uses a sensible mix of evaluations, tests and examinations, corresponding properly to the programme's aims. The committee also verified that the methods of examination are in line with the learning outcomes and the teaching methods used within each course. Furthermore, it established that the programme evaluates its tests regularly, but in a rather informal way. It recommends that the evaluation procedure be formalized further to provide better insight.

Based on the interviews, the committee verified that students are generally familiar with the forms of examination for each course and have a clear idea of what to expect. The first-year *Mind and Brain* course forms an exception to this, and the committee recommends that the programme inform students better about how to prepare for the exam and about its requirements. The committee has established that the programme has taken measures aimed at improving the quality of this course and it is confident that the problems identified have been addressed adequately. In addition, the students and alumni find the requirements for the thesis unclear. The committee recommends that the programme undertake adequate action to ensure that all students, independent of the major they have chosen, are well-informed about what is expected from them. The committee ascertained that students receive adequate feedback on their exams, assignments and theses.

Although the committee did not always agree with the awarded marks, it recognizes the academic quality of the theses that were presented and admires the English proficiency levels. Therefore, it is confident that the intended learning outcomes are met. However, as pointed out before, the grading of the theses shows some inconsistencies and was not done in a uniform, standardized way. The committee deplored that neither the content nor the special quality of the theses on the background of the relevant literature could be learnt from the assessments. As a result, it was difficult to compare the marks for theses. The committee

advises the programme management and the Examination Board to establish one standard thesis assessment form which has to be used by all lecturers supervising for LAS (mandatory) to increase the transparency and consistency of the assessments. This also includes an explicit weighing of the different components used in the assessments to improve the transparency in the marking process. Furthermore, the committee recommends that every thesis should be read and judged independently by at least two academics from different schools. It seems only natural that cooperative teaching goes together with cooperative thesis supervision.

Although the committee does not have any evidence of serious problems in testing at the moment, it recommends making the assessment procedures and criteria more explicit to guarantee the quality of testing in the future. In this context the committee recommends a more proactive role for the Examination Board, as the legal safeguard of the quality of testing. The committee welcomes the implementation of Tilburg University's testing policy and the fact that LAS is currently running a pilot for implementing the testing policy.

In summary, the committee established that there is no well-defined assessment system, but it did not notice any serious problems in the assessment area. On the other hand, it considers the implementation of Tilburg University's new testing policy in the LAS programme as promising. Moreover, the academic quality of the theses is sufficient. On the basis of the above considerations, the committee concludes that the programme fulfils the criteria related to assessment and the achieved learning outcomes. The committee therefore assesses this standard as 'satisfactory'.

### **3.3. Conclusion**

*Bachelor's programme Liberal Arts and Sciences*: the committee assesses Standard 3 as **satisfactory**.

## **General conclusion**

The committee has assessed all three standards as 'satisfactory'. In accordance with the decision rules laid down in the NVAO's assessment framework, the programme as a whole is assessed as 'satisfactory'. The committee is satisfied with the well-defined profile of the programme, its position within the broad field of the Liberal Arts, the intended learning outcomes, the coherent structure and contents of the curriculum, and the Common Room. It is also fully convinced of the overall quality of the programme's graduates. It is particularly enthusiastic about the competitiveness of the intended learning outcomes, which it finds attractive and ambitious. Furthermore, the committee wishes to stress its appreciation for the enthusiasm and motivation displayed by both staff members and students. The internal evaluation procedures, on the other hand, are rather informal, and the committee recommends formalizing the evaluation procedure further. Finally, it established that there is not yet an elaborate assessment system. It has also ascertained that there are no signs of serious problems in assessment. The programme has already started to implement the proposed university-wide testing policy, functioning as a pilot for the whole university. Therefore, the committee expects that there will be an adequate assessment system in the near future.

## **Conclusion**

The committee assesses the *bachelor's programme Liberal Arts and Sciences* as **satisfactory**.



## Appendices

### Appendix 1: Curricula Vitae of the members of the assessment committee

**Prof. dr. B.M. (Bert) Mosselmans (chair)** is professor of Economics and Philosophy and dean at Vesalius College in Brussels. In addition to dean of the Vesalius College, Bert Mosselmans is a member of the board of the Vrije Universiteit Brussel. From 1993 onwards, Bert Mosselmans worked at various universities and colleges of higher education in both Belgium and the Netherlands. He was also a lecturer in Economics at the University of Bristol and before coming to Vesalius College, he was associate professor in Economics and Philosophy at the Roosevelt Academy in Middelburg. At the Roosevelt Academy, he was involved in the development of the Economics Track. He was also involved in the development of the new master's programme in Cultuur- en Kunstmanagement at the Hogeschool Gent. Bert Mosselmans' academic field is the history of economic thought and his research is mainly about 19th-century British political economy in general and William Stanley Jevons (1835-1882) in particular.

**Em. prof. dr. W. (Wilhelm) Vossenkuhl** is retired professor of Philosophy at Ludwig-Maximilians-Universität München. At Ludwig-Maximilians-Universität München, he reformed and developed the master's programme in Philosophy. He led many research projects in the field of Philosophy. Among other things, he was chair of the committee that assessed the research in Philosophy in Niedersachsen at the request of the Science Committee (Wissenschaftliche Kommission) of Niedersachsen, he was a member of the Committee of Experts of the Landesrektorenkonferenz Baden-Württemberg and he was a member of various educational advisory committees, such as the advisory committee "Hochschulentwicklung 2020" of Baden-Württemberg. Moreover, he was a member of the assessment committee of ACQUIN (Akkreditierungs-, Zertifizierungs- und Qualitätssicherungsinstitut).

**Em. prof. dr. J.F.M.J. (Hans) van Hout** is retired professor of Research in Higher Education at the University of Amsterdam. He studied Sociology at the University of Nijmegen. From 1968 onwards he has worked as educational expert at the University of Twente and as director of IOWO (institute for research and development in higher education) at the University of Nijmegen. In addition to professor of Education of research in HE between 1993 and 2007 he was advisor of the Board of the University of Amsterdam. The themes that have his interest are quality of education, study success and educational careers, collaboration of professional higher education and universities, and the BaMa-structure. He was editor-in-chief of "*Vernieuwing in het Hoger Onderwijs; Onderwijskundig Handboek*" (*Renewal in higher education; educational handbook*). He is chair of the editorial board of the Higher Education Series. Hans van Hout has been member of several VSNU and QANU assessment committees and has taken part in several higher education internal audit committees. He is also a member of the Supervisory Council of ROC Midden Nederland (school for secondary professional education).

**B. Cornelissen** is a bachelor's student Bèta-Gamma at the University of Amsterdam. He follows a major in Maths. Besides studying, together with a partner he runs his own business in the *creative media* sector. He is also an active member in the student association of Bèta-Gamma, where he is responsible for webdesign related matters.

## Appendix 2: Domain-specific framework of reference

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The term 'Liberal Arts' stems from the classical antiquity referred to the *artes liberales*; those subjects that were essential for a free citizen to study. In the beginning these included grammar, rhetoric and logic. Later the curriculum was extended to include courses in the areas of: mathematics, geometry, music and astronomy.

Nowadays, all Liberal arts colleges have in common that they strive to educate and train individuals to think independently and critically and become responsible citizens of the World. Each Liberal Arts bachelor program has a slightly different focus in terms of courses offered.

All around the world, Liberal Arts education is particularly common in the undergraduate phase. This is reflected in the number of colleges that offer undergraduate Liberal Arts programs around the world. In the USA the liberal arts tradition has continued through the modern age, as an integrated part of top universities such as Harvard, Princeton and Berkeley. For the Liberal Arts and Sciences program at Tilburg University especially Amherst College in Amherst, and Harvard University in Boston, were a source of inspiration.

Also in Europe several Liberal arts educations were founded. For example in Germany the European College of Liberal Arts. The most renowned university in Australia, Melbourne University, decided to rearrange its entire curriculum of Bachelor's courses according to the *liberal arts and sciences* concept. The Liberal arts concept clearly has an international role to play in higher education.

In the Netherlands alone, there are eight institutions that offer a Liberal Arts program, including: Amsterdam University College, Universiteit Utrecht, Roosevelt Academy, University College Maastricht, University College Utrecht, Bèta-gamma bachelor Universiteit van Amsterdam, Leiden University College The Hague and Tilburg University.

Typically, students tend to enter a (more specialized) Master program upon graduation of their Liberal Arts and Sciences Bachelor. For this reason, it is important to provide students with a wide basis in terms of knowledge, in combination with sufficient depth in the various areas of expertise to ensure admittance to a variety of Masters programs.

### **What can be expected of a graduate of a Bachelor's programme in *Liberal Arts and Sciences*?**

Graduates can be expected to

1. demonstrate interdisciplinary skills, i.e. can
  - a) evaluate which disciplines are involved in the solution of complex issues,
  - b) assess which research methods are most suitable in a particular situation,
  - c) integrate the contents and research methods from disciplines relevant to the course,
  - d) defend a well-considered viewpoint covering the relevant disciplines,
2. know about and understand the most prominent theories and methodological foundations of the chosen specialisation;
3. have fundamental experience with the methodology used by researchers in the chosen specialisation;
4. know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used;

5. possess social and communication skills enabling them to work in a team,
6. rapidly learn the specialist vocabulary required for a new discipline,
7. 'translate' scientific terminology for laypersons;
8. possess general mental and reasoning skills that enable them to participate in scientific and public debates;
9. express themselves well verbally and in writing at the academic level;
10. work independently and purposefully, critically assess their own actions and can set goals and take decisions;
11. demonstrate the ability to reflect in ethical and social terms on their own position in society and chosen career.

## Appendix 3: Intended learning outcomes

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### General qualifications of the Bachelor Liberal Arts and Sciences:

1. Knowledge and insight
  - a. Multidisciplinary knowledge of and insights in the areas of business, law, sociology and humanities, and the application of the knowledge and insights.
  - b. Fundamental integrated knowledge of the most important themes in the Humanities, Social Sciences, Law and Business and Management.
  - c. An interdisciplinary understanding of the most important themes in the Humanities, Social Sciences, Law in Europe and Business and Management.
  - d. Knowledge of the research methods of the various disciplines in the Humanities, Social Sciences, Law in Europe and Business and Management.
  - e. Integrated knowledge of the domain of the chosen major.
  
2. Application of knowledge and insight
  - a. Apply the knowledge and insights acquired in the above-mentioned subjects to the description, analysis, and interpretation of a concrete empirical research question.
  - b. Do research in the field of the Humanities, Social Sciences, Law in Europe and/or Business and Management, more specifically, the collection, selection, processing, analysis, interpretation and description of various forms of data.
  - c. Handle digital support techniques for the search and analysis of information and translate them into practice.
  - d. For the majors Social Sciences and Business and Management: use basic techniques when manipulating statistics and is competent to use these skills when working with SPSS.
  
3. Formation of judgment
  - a. Is capable of critical reflection on the application of paradigms in the various disciplines.
  - b. Judge opinions on, approaches to, and techniques for studying the above-mentioned subjects.
  - c. Judge the relevance and applicability of opinions, approaches, and techniques, based in scientific, societal, and ethical considerations.
  - d. Is aware of other disciplines and parties and is able to judge their (scientific) qualities and limitations.
  - e. Is willing to revise and broaden acquired knowledge and is flexible enough to change his points of view when he has acquired new knowledge.
  - f. Is able to integrate ethical values and norms with professional behaviour.
  - g. Is able to debate and defend own viewpoints in a respectful and clear manner.
  
4. Communication
  - a. Communicate conclusions clearly and unambiguously, as well as the knowledge, motives and considerations that are the basis for the conclusions, to an audience of specialists and non-specialists.
  - b. Communicate his expertise in the above-mentioned subjects accessibly and adequately in English, in speech and writing to a general and professional interested audience.
  - c. Translate his expertise in the above-mentioned subjects to practical relevant recommendations with a theoretical basis.

- d. Other communication skills, like presenting, debating, arguing etc. are embedded in the majority of the Liberal Arts courses. These skills receive a strong focus within the Liberal Arts program.
5. Learning skills
- a. The learning skills to judge (reports on) the theoretical, intrinsic, and methodological adequacy of research in his field of study.
  - b. Compose and decide on own learning path by selecting own courses in first and third year.
  - c. The learning skills to judge the usability in relevant practical situations of (results of) research in his field of study.

The Bachelor Liberal Arts and Sciences offers four specialisations:

- A. Humanities: European History and Culture
- B. Law in Europe
- C. Social Sciences
- D. Business and Management

### **A. Specific qualifications track Humanities: European History and Culture**

1. Knowledge and insight  
After completing the major program Humanities: European History and Culture, the student
  - a. Is thoroughly acquainted with the basic concepts and contents of the Humanities and its key sub-disciplines (history, art history, literary studies, cultural studies, philosophy, religious studies, linguistics);
  - b. Has insight into the ways in which these sub-disciplines have developed and are developing;
  - c. Has knowledge of the most recent methods, techniques, and theories used in these sub-disciplines;
  - d. Is able to locate, mobilize, explore and assess a wide variety of resources (analog and digital, literary, audio-visual and electronic) that are relevant for the Humanities;
  - e. Has insight in the ways in which these sub-disciplines integrate and contribute to the academic exploration of the question of what it means to be human;
2. Application of knowledge and insight  
After completing the major program Humanities: European History and Culture, the student
  - a. Is able to apply independently and critically the various resources, concepts and research methods of the Humanities to historical, contemporary and emerging (social, cultural, religious) phenomena;
  - b. Is able to reflect independently and critically on the usability and applicability of the results of research for the further development of ideas within the Humanities;
  - c. Is able to communicate (in writing, orally or by other means) the results of his/her application and reflection.
3. Learning Skills  
After completing the major program Humanities: European History and Culture, the student
  - a. Possesses the learning skills necessary to develop and expand independently and critically his or her knowledge of the Humanities, both on the substantial and on the methodological level.

## **B. Specific qualifications track Social Sciences**

1. Knowledge and insight
  - a. Logical and analytical reasoning and contextualisation of problems.
  - b. Critical selfreflection and reflective capacity on subjects within and outside of own area of expertise.
  - c. Normative understanding; familiar with, and in line with principles of scientific objectivity, fairness and responsibility. Awareness of socio-political and ethical aspects of job performance in own discipline or field.
  - d. Communicative skills: communicate clearly orally and produce written reports on discipline issues with colleagues and non-colleagues, in good academic English. Good debating and presentation skills.
  - e. Handling various perspectives / sources: handling and evaluation of various sources of information, and competence to make an accurate, qualitative sound containment and selection. Interdisciplinary approach in handling practical problems.
2. Application of knowledge and insight
  - a. Develop as a broadly educated social scientist or researcher who is aware of other possible perspectives.
3. Formation of judgement
  - a. Relationships and developments: contribute to knowledge increase from an interested, inquiring attitude. Recognize paradigms in the subject field. Independent formation of opinions on issues in the subject field. Design, execute and report on supervised research in subject field.
4. Sub-field structure and coherence. Overall picture of the discipline with coherence of their entities and their relationships. Knowledge and understanding of key theoretical traditions and theories therein.
5. Communication
  - a. Communicate ideas and solutions on the field of digital communication to the profession and a general audience.
6. Learning skills
  - a. The learning skills that are necessary to evaluate research results on practical applicability in the field of data transmission.
  - b. The skills to apply professional analysis techniques.
  - c. The skills to evaluate field specific research.

## **C. Specific qualifications track Law in Europe**

1. Knowledge an insight

After completing the major program 'Law in Europe', the student has:

  - a. knowledge of the legal terminology of private law and of public law.
  - b. knowledge of the European and International law and has a general insight in the relation between these legal systems.
  - c. knowledge of the civil law and of the common law systems.
  - d. knowledge of rhetoric and of the way legal argumentations are set up.
  - e. knowledge of the different (primary and secondary) sources typical of law.
  - f. knowledge of the basic concepts and functioning of criminal law.
  - g. knowledge of the most important approaches to law in society, deriving from socio-legal studies and legal philosophy.
2. Application of knowledge and insight

After completing the major program 'Law in Europe', the student is able to:

  - a. build up legal reasonings and argumentations, both written and orally.
  - b. compare different legal systems with each other.
  - c. situate the law in its historical, geographical and social context.
  - d. collect, select, analyse and interpret legal sources.

- e. able to approach problems in the law from another relevant academic discipline.
- 3. Formation of judgement  
After completing the major program 'Law in Europe', the student is able to:
  - a. subject law to a critical and reflective research in order to form well-founded personal opinion.
  - b. think in a creative and law-forming manner.
- 4. Communication  
After completing the major program 'Law in Europe', the student is able to:
  - a. defend a case with valid arguments before an audience of experts.
  - b. write a paper in English (both before an audience of experts and non-experts) and explore legal problems by collecting, selecting, analysing, interpreting relevant source material and by making a synthesis of the results and conclusions.
  - c. debate about legal problems with specialists on solid grounds
- 5. Learning skills  
After completing the major program 'Law in Europe', the student has the learning skills to:
  - a. evaluate the academic merits of an article, report or book.
  - b. form well-founded opinions on issues related to the law.

#### **D. Specific qualifications track Business and Management**

- 1. Knowledge of and insight into:
  - a. Classic and contemporary results of academic research in key business fields.
  - b. Supporting fields, in particular research methods and statistics and macro, micro and industrial economics
  - c. The linkages among key business fields and between key business fields and the economy and society.
- 2. Application of knowledge and insight
  - a. Ability to analyze the issues and alternative solutions of real business cases.
  - b. Ability to perform academic research,
- 3. Formation of judgement
  - a. Ability to evaluate business practice based on a comparison with theory.
  - b. Ability to estimate the consequences of issues in the economy or society for business.
  - c. Ability to estimate the consequences in one key business field for other key business fields.
- 4. Communication
  - a. Ability to disseminate insights to a larger professional audience, both in oral and written form.
  - b. Ability to perform a member of an international team.
- 5. Learning skills
  - a. Ability to recognize the quality of a source, withdraw the relevant insights from it, and apply these to business.

## Appendix 4: Overview of the curriculum

<b>Bachelor Liberal Arts and Sciences</b>
<b>Year 1 semester 1 – 30 ECTS</b>
Academic Writing in English 0 Mind and Brain 6 Rhetoric, Culture and Democracy 6 Society, Culture and Economy 6 Thinking about Science 6  One of four compulsory optional subjects: - Consumerism 6 - Law and Film 6 - Perception, Art and Culture 6 - Religion and Democracy 6
<b>Year 1 semester 2 – 30 ECTS</b>
European History: Politics and Culture 6 Research Project: Qualitative Methods 6 Researchers and their Fields 6  Two thematic courses: Introduction to Social Sciences and Business & Management Introduction to Law and Humanities

<b>Major Social Sciences</b>	<b>Major Law in Europe</b>	<b>Major Humanities: European History and Culture</b>	<b>Major Business and Management</b>
<b>Year 2 semester 1 – 30 ECTS</b>	<b>Year 2 semester 1 – 30 ECTS</b>	<b>Year 2 semester 1 – 30 ECTS</b>	<b>Year 2 semester 1 – 30 ECTS</b>
Current European Issues 6 Methodology and Statistics 12 Modernity, Identity and Evil 6  One of four compulsory optional subjects: - Consumerism 6 - Law and Film 6 - Perception, Art and Culture 6 - Religion and Democracy 6	Current European Issues 6 The Civil and Common Law Traditions 6 Law in Society 6 The Language of the Law 6  One of four compulsory optional subjects: - Consumerism 6 - Law and Film 6 - Perception, Art and Culture 6 - Religion and Democracy 6	Current European Issues 6 Historical Methodology 6 Middle Ages: at the theological-political Crossroads 6 Early Modern Age: European Imperialism 6  One of four compulsory optional subjects: - Consumerism 6 - Law and Film 6 - Perception, Art and Culture 6 - Religion and Democracy 6	Current European Issues 6 Economic Agents & Markets 6 Finance and Accounting 6 Managerial Accounting 6  One of four compulsory optional subjects: - Consumerism 6 - Law and Film 6 - Perception, Art and Culture 6 - Religion and Democracy 6
<b>Year 2 semester 2 – 30 ECTS</b>	<b>Year 2 semester 2 – 30 ECTS</b>	<b>Year 2 semester 2 – 30 ECTS</b>	<b>Year 2 semester 2 – 30 ECTS</b>
Learning Project: Values in Europe 12 Solidarity and Welfare: Identities, Interests, Conflicts 6 Leisure in a Globalizing World 6 People and Organizations 6	Moot Court*** 6 Comparative Political Institutions 6 Criminal Law in Context 6 European Public Law and Public International Law 6 European Labour Law and Social Policy 6	Homer's Army: The Legacy of an Unacknowledged Legislator 6 Contemporary History: Visual Art in Public Sphere 6 Modern Age: The Impact of Colonialism on 19 <sup>th</sup> Century European Culture 6 Islam and the Making of Europe 6 Language Policies in Europe 6	The Making of Modern Macro Economics, 6 Research Methods for Business, 6 Quantitative Methods for Business 6 Strategy and Marketing 6 Strategy and Organization in Context 6

<b>Year 3 semester 1 – 30 ECTS</b>	<b>Year 3 semester 1 – 30 ECTS</b>	<b>Year 3 semester 1 – 30 ECTS</b>	<b>Year 3 semester 1 – 30 ECTS</b>
Visual Culture and the Body 6  Minor 6 Minor 6 Minor 6 Minor 6	Liability and the Internet for LAS 6  Minor 6 Minor 6 Minor 6 Minor 6	Perspectives on Europe 6  Minor 6 Minor 6 Minor 6 Minor 6	Investor Behavior and The History of Financial Markets 6 Minor 6 Minor 6 Minor 6
<b>Year 3 semester 2 – 30 ECTS</b>	<b>Year 3 semester 2 – 30 ECTS</b>	<b>Year 3 semester 2 – 30 ECTS</b>	<b>Year 3 semester 2 – 30 ECTS</b>
Thesis-specific course (to be assigned by thesis coordinator) 6  Minor 6 Bachelorthesis 18	Thesis-specific course (to be assigned by thesis coordinator) 6  Minor 6 Bachelorthesis 18	Thesis-specific course (to be assigned by thesis coordinator) 6  Minor 6 Bachelorthesis 18	Thesis-specific course (to be assigned by thesis coordinator) 6  Minor 6 Bachelorthesis 18

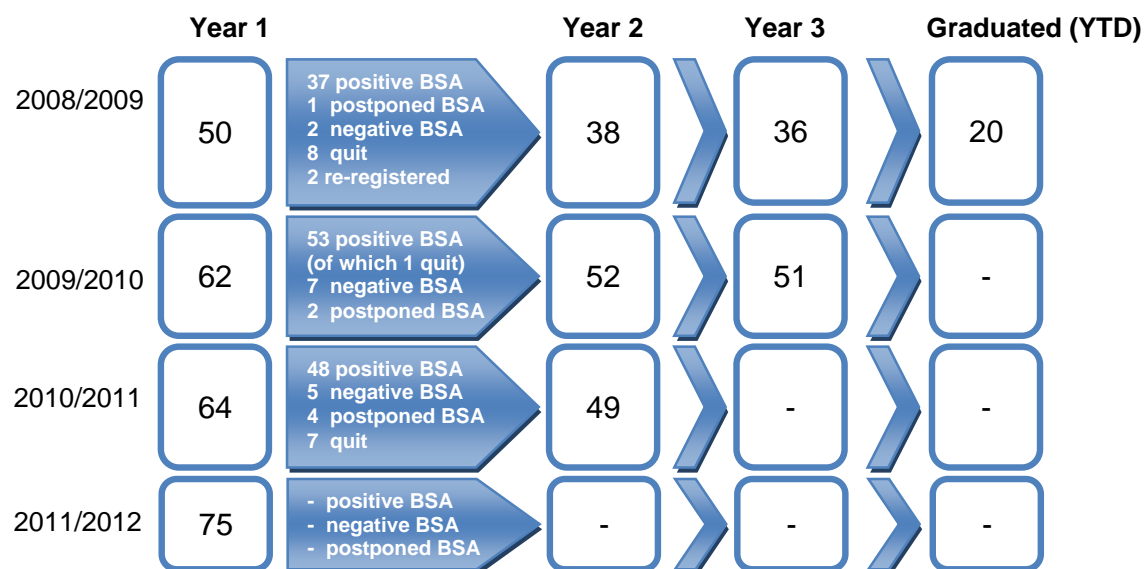
\*\*\* LAS students join an existing course from another bachelor program



## Appendix 5: Quantitative data regarding the programme

Data on intake, transfers and graduates:

LAS student inflow and throughput 2008-now



Teacher-student ratio achieved:

Student-Lecturer ratio for LAS (Cumulative)

Year	Number of registered students	Number of teaching FTE	Number of students per teaching FTE	Number of graduates	Number of graduates per teaching FTE
2008-2009	37	1,61	23,05	NA	NA
2009-2010	87	6,67	13,04	NA	NA
2010-2011	126	6,67	18,89	20	3,00
2011-2012	133	6,67	19,94	NA	NA

Average amount of face-to-face instruction per stage of the study programme:

Contact hours per Academic Year

	Number of contact hours
Year 1	295
Year 2: (Majors)	
Business and Management Major	219
Humanities Major	220
Law in Europe Major	198
Social Sciences Major	230
Year 3	215

## Appendix 6: Programme of the site visit

### Schedule for the site visit of the assessment committee Liberal Arts and Sciences Tilburg University

27 and 28 February 2012

Day 1	Location	Monday February 27 <sup>th</sup> 2012
12:00 – 12:45	Common Room	Committee members arrive. Lunch available in room. Welcome by:  - Dr. A. van Lenning (Dean Liberal Arts and Sciences) - Sandra van de Ven, MSc (Policy Advisor)
12:45 – 16:00	Common Room	Initial meeting committee (internal meeting)
16:30 – 17:30	Common Room	Presentation Blackboard & Distance Courses by Sarah Charette (student assistant & LAS alumna, LAW major)
17:30 – 18:15	Common Room	Meeting with Board of Examiners and Academic Advisor  - Dr. F. van Peperstraten (Chairman Board of Examiners) - Dr. D. Janssens (Board of Examiners: Liberal Arts and Sciences) - O. Zweekhorst, MA (Secretary Board of Examiners) - G. Spoormans, MA (Academic Advisor)
18:15 – 18:30	Common Room	Walk-in Consultation Hour (Visitors have to announce their visit ultimately one week before 27 <sup>th</sup> )
19:00		Committee has dinner

Day 2	Location	Tuesday February 28 <sup>th</sup> 2012
9:00 – 10:00	Common Room	Meeting with students. Present: - Mr. G. Manley <i>1st year</i> - Mr. G. Ayvazan <i>2nd year LAW major</i> - Mr. G. Maas <i>2nd year SOC major</i> - Ms. I. Jonsdottir <i>2nd year B&amp;M major</i> - Ms. M. den Uyl <i>3rd year HUM major</i> - Ms. A. Dijkstra <i>3rd year B&amp;M major</i> - Ms. J. Bellingröhr <i>3rd year SOC major</i> - Ms. L. Nielsen <i>3rd year LAW major</i> - Mr. T. Cummins <i>3rd year B&amp;M major</i>
10:00 – 10:45	Common Room	Meeting with lecturers. Present:  - Prof. dr. Arnoud-Jan Bijsterveld - Dr. K. Brown - Dr. E. Dreezens - Dr. P. de Goeij - Dr. C. Elion-Valter - Dr. J. Gelissen - Prof. dr. O. Heynders - Dr. R. Jansen
10:45 – 11:00	Common Room	Break
11:00 – 11:30	Common Room	Meeting with Education Committee. Present:  - Dr. H. de Regt Chairman and lecturer Humanities Major - Dr. E. Dreezens Lecturer Business and Management Major - S. van de Ven, MSc Secretary Education Committee - Ms. L. Kroschel Liberal Arts and Sciences student - Mr. B. Kievit Liberal Arts and Sciences student

11:30 – 12:00	Common Room	Meeting with Alumni and Inspection Study Materials. Present:  - Mrs. C. Egger-Greiner, BA - Mr. H. Bovekerk, BA - Mr. M. Groenheijde, BA - Mr. J. Vreeken, BA
12:00 – 12:45		Lunch
12:45 – 13:15	Common Room	Preparation final meeting with management (internal meeting)
13:15 – 14:00	Common Room	Final meeting with management. Present:  - Prof. dr. A. de Ruijter Dean School of Humanities - Dr. H. van Driel Vice Dean Education School of Humanities - Dr. A. van Lenning Dean + Program director Social Sciences - Dr. D. Janssens Program director Humanities - Dr. A. van Oijen Program director Business and Management - Dr. T. Leesen Program director Law in Europe - Ms. P. Heck, MA Education Advisor
14:00 – 15:45	Common Room	Internal meeting committee: committee establishes findings
15:45 – 16:00	Faculty Club	Oral presentation of preliminary findings by the chairman (Public meeting)
16:00 – 16:30	Faculty Club Lounge	Drinks

## **Appendix 7: Theses and documents studied by the committee**

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Prior to the site visit, the committee studied the theses of the students with the following student numbers:

522310  
226339  
331345  
602837  
470213  
911066  
559710  
460153  
442392  
328794  
945277  
477986  
464434  
881205  
897888  
475630

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

- Materials and publications used for information and marketing purposes
- Course outlines (from the electronic study guide)
- Learning materials: handbooks, readers, collections of articles, etc.
- Final attainment levels per course
- Academic skills per course
- Test types per course
- Course and assessment regulations 2011-2012
- LAS core staff and lecturers
- Rules and Regulations
- Thesis and graduation procedure for supervisors
- Guidelines for evaluating the Bachelor's thesis
- Recent minutes and reports of meetings of the Examination Board
- Relevant policy reports and documents relating to the programme (e.g. Evaluation Liberal Arts and Sciences, "Project Plan: implementation of the TSH Testing Policy, Liberal Arts and Sciences, 2 February 2012")
- Exams and written assignments

## Appendix 8: Declarations of independence

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### ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: BERT MOSSELMANS

PRIVÉ ADRES:

ROOMPOT 10  
4341 LK ARNEMUIDEN

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

LIBERAL ARTS AND SCIENCES

AANGEVRAAGD DOOR DE INSTELLING:

TILBURG SCHOOL OF HUMANITIES  
TILBURG UNIVERSITY

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GFHFIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Brussel*

DATUM: *7/12/2011*

HANDEKENING:

A handwritten signature in black ink, consisting of a large, stylized loop on the left and a long, sweeping horizontal stroke extending to the right.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

J.F.M.-J. van Hout

PRIVÉ ADRES:

Flevolaan 30 A

1411 KD Naarden

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Liberal Arts and Sciences

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit van Tilburg

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Naarde*

DATUM: *19-12-2011*

HANDTEKENING:

A handwritten signature in black ink, appearing to read 'J. van der ...', is written over a horizontal line. The signature is stylized and somewhat cursive.





**DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY**  
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: PROF. DR. WILHELM VOSSENKUHLE

HOME ADDRESS: Schachstr. 6  
D-80559 MÜNCHEN

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE:



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS:

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NWAO:

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NWAO CODE OF CONDUCT:

PLACE: München DATE: 7-12-2011

SIGNATURE: Vossenkuhle

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Bos Cornelissen

PRIVÉ ADRES: Jansveld 9  
POST-ADRES:

35 12 BD

Utrecht

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Liberal Arts and Sciences

AANGEVRAAGD DOOR DE INSTELLING:

Tilburg School of Humanities (Universiteit  
van Tilburg)

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVINGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Utrecht*

DATUM: *10 december 2011*

HANDTEKENING: *[Handwritten signature]*

**ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Marthe Klech (nog niet NVAO geaccrediteerd)

~~PRIVE~~ ADRES:

Catharinesingel 56  
3511 GE Utrecht

IS ALS ~~DESKUNDIGE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Bachelor Liberal Arts and Sciences

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit van Tilburg

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

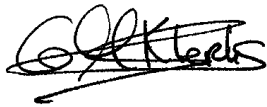
VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Utrecht*

DATUM: *13-1-2012*

HANDTEKENING:



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Meg Van Bogaert

~~RIJPE~~ ADRES:

Catharijnesingel 56  
3511 GE Utrecht

IS ALS ~~BEKUNDIGDE~~ SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Bachelor Liberal Arts and Sciences

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit van Tilburg

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOUDEN KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Utrecht*

DATUM: *10-1-12*

HANDTEKENING:

